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ABSTRACT

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers some practical ideas on how to start using the newspaper in the classroom for social studies, mathematics, speech, and language arts instruction. This booklet, both for convenience and at the request of teachers, is divided into three sections; kindergarten through the third grade, upper elementary, and secondary. (RB)

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some practical ideas on

HOW TO START USING THE NEWSPAPER IN THE CLASSROOM

CS 201 681

An educational project of the
Hawaii Newspaper Agency, Inc.

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This booklet will help you begin using the newspaper in your class, whether it be kindergarten class or twelfth grade. Whatever grade level you have - DON'T HURRY. Take plenty of time. You're using a familiar household item but don't assume, even at twelfth grade, that students know how to read it.

Use is based on several assumptions - that you have made yourself familiar with the production of a daily paper and that you know the value of the free press in our society; that you have definite goals you wish to reach; that you want to use the newspaper as an on-going text, not as a much-too-rushed two-week unit.

Chris Lukens

You are convinced of the value of using the newspaper in the classroom. You now have 35 newspapers for your 35 youngsters and you want some help in getting started.

Mrs. Lukens, in this booklet, gives you that help.

She emphasizes, however, that variations must be made depending on the ability of your children. Your own imagination will help you adapt Mrs. Lukens' suggestions to your own particular situation.

This booklet, both for convenience and at the request of teachers, is divided into three sections. These are kindergarten through third grade, upper elementary, and secondary. If you have a bright third grade class, you might want to use the procedures outlined for fourth graders, however.

You will note that no matter what the grade level, Mrs. Lukens recommends that children be given the opportunity to read whatever they want to read when they first get the newspapers in their classrooms. This stimulates interest -- and teaches you a lot about your students. Let them discuss what they have read, even if the only thing they read at first is the comic strip.

Newspapers in Education

Newspapermen and educators have much in common. Both are teachers. Both are concerned with the day-by-day process of communication - with giving out as much information as possible as quickly and accurately as possible to a large number of people with varying likes and dislikes.

The ultimate purpose of a school is to turn out good citizens. The newspaper is essential in providing the information which the citizen needs in order to make the best decisions for his community and for himself.

What is happening in a community is so vital to the work of the school that it is surprising there has not been a melding of newspapers and students before this.

Yet it is only recently that newspapers have recognized their own important role in the classroom and that teachers have become aware of the daily paper as a valuable tool for giving relevance and interest to every subject.

It has now become clear that the use a teacher makes of the newspaper in his classroom is only limited by his own imagination. It is not limited by either the age level or the ability of his students. It is used by Hawaii teachers from kindergarten through twelfth grade - for children to whom learning does not come easily and for the bright youngsters who need to be constantly challenged.

It is the bridge between the classroom and the "real" world the child so longs to join.

Barbara Edwards
Educational Consultant
October 1969

Passing Out the Paper

1. Have committees staple the pages together for easier handling.

2. Have plenty of space for the children to look through the papers - either on the floor or at adequate desks or tables.

3. Let them look through the papers and discuss quietly with each other whatever interests them.

4. Let them talk about what they see in the paper.

5. Talk about a newspaper and what it does - your students will have some interesting ideas of their own.

Learning Directions

1. Looking at the front page, ask students to find the picture in the top left hand corner, or the middle, or the bottom. Have the first one to find it show the class.

2. Use the front page (or any other page) for development of placement thinking. What is in the center of the page? On the right? What is on page four at the top?

3. Find what is in the back of the newspaper. See if it is in the same place each day.

Discovering Letters or Familiar Words

1. Talk about capitals and small letters. Find the same letters in different sizes of type. Cut out and match.

2. Find familiar words:

   a. Put on bulletin board.
   b. Talk about meanings.
   c. Make sentences using words or words using letters.
   d. Write letters or words on the board and have children cut them out of the paper - or find them and mark them.

Discovering Pictures

1. Take a picture on the front page and have children tell what is happening.

2. Have children make up stories about a picture. e.g. A woman who dropped her groceries in the street and caused a traffic jam might bring these explanations: She has a family at home to feed. The poor lady doesn't have car. Maybe her husband is sick.

3. Write the story on the board of a picture selected by the class.

4. Make a headline for a story.

5. Let children find happy pictures, sad pictures and so on. Talk about reasons for their choices.

6. Have second and third grade students write their own stories. Have them cut out a picture, paste it on paper and then write the story underneath. Use the same picture for all of them and compare stories. Decide which is the best.

Discovering Cartoons and Comics

1. If children cannot read, take the comic strip and have them tell you what they think the characters are doing and saying. Read them the "real" thing afterwards.

2. If children can read, take the balloons out of a comic strip, put it on a transparency for an overhead projector and discuss what the characters are saying.

3. Cut out comic strips and have children put frames back together in sequence. Have them tell you why they chose a particular sequence. Show them what really happened.

4. Discuss facial expressions in cartoons or comics. How can we tell what he is saying? Is he happy? Angry? What caused his anger?

5. Color the comics for more expression.

6. Have children (if you have any talented enough) draw a class comic strip on big paper.

Discovering Advertisements

1. Have children look at large ads and talk about the difference between these and news stories or headlines. (Don't use the classifieds for the lower grades as the type is too small.)

2. Look at pictures in ads and have class decide what the ad is selling. How do they know this?

3. Have them pick out sounds that start the name of the product.

4. Can they find the same sound somewhere else on the page? Have them cut these out and match them with the appropriate article.

5. Ask them which ads they like best. Is there choice based on color, size, pictures?

6. Take one page of the paper and find out how many different things are being sold. You can do this with pictures, either cut out or just counted, or with items written, if children can read.

7. Talk about what each child would like to buy and find it in the paper.

8. Have a box labelled "Toys I Would Like" and have children cut out toys from ads; or "Dresses I Would Like:" or "Cars I Would Like."

9. Have each child think of something he would like to sell. Have him find a picture of it in an ad or draw a picture of it himself.

10. Third graders can make up their own ads and decide among themselves which one would sell the product.

11. Talk about the best bargains. Look at grocery ads and have a shopping basket into which each child puts his groceries for his mother.

12. Use pictures in ads for learning classification or sets of things - e.g. all the cars, or packages of soap powder, or houses; or all the pictures of three spoons or eight fans and so on.

13. Look for the names of local stores. Find out which children recognize them. Some will want to talk about them.

14. Start recognition of money - pennies, nickels, dimes and so on. Teach them to read prices - e.g. What is the price of a color TV? How about a package of candy? Which is the bigger? Why?

15. Let them have their own store where the storekeeper sells things from the ads to his customers. Teach them "larger than" and "smaller than" from prices.

16. Underline prices of articles in ads so they recognize the price.

Other Uses at These Grade Levels

1. Teach about weather.

   a. What is hot? What is cold? How are they shown on a thermometer? Where is the coldest place each child has lived?
   b. Develop a bulletin board to show weather readings from the newspaper. Have children decide which place is hotter, wetter, colder.
   c. Have a big thermometer where children register each day's temperature from the paper.
   d. Take turns being weather forecaster.

2. Teach about wire services.

   a. Discuss where some stories come from and find the places on a map.
   b. Discuss how news is sent over wires.

3. Teach reading.

   a. Read headlines and talk about them. Have students re-read them with you.
   b. Start a simple newspaper - either an oral or a written one depending on ability. (See the Hawaii Newspaper Agency's booklet on putting out a class newspaper.)
   c. Take a simple story; have students tell or write a headline.

4. Teach the 5 W's.

   a. You read the first part of a story. Ask whom is it about? Where did it happen? With some help, very young children can easily do this.
   b. Have children tell a story about something that happened to them. Have the rest of the class tell who, what, when, where and why.

5. Teach about gathering of news.

   a. Look at front page and talk about where stories happened.
   b. Have a city map. Locate places.
   c. Have students be reporters and tell about something that happened to them or to their families.
   d. Have children write simple stories.

6. Teach about opinion and, therefore, editorials.

   a. Talk about simple opinions of children - who thinks it is cold today? Who does not? Use lots of examples.
   b. Show children where editorial page is.
   c. Look at the editorial cartoon. Find out what children think is happening. Here, again, talk about opinions.

7. Teach about the various sections of the paper.

   a. Sports - what it tells us, where to look for it.
   b. Home section - what it tells us, where to find it, what the pictures are about.
   c. News of the world -- local, national and international -- relate to class, school and community.
   d. Editorials - where are they?

   (Cover the above according to the maturity and ability of the group.)

8. Make bulletin boards.

   a. Divide board into several sections - sports, fashions, ads and so on. Have children bring in clippings that interest them, tell the class about them and put them on the bulletin board.

b. Have a large map of the world and find places mentioned in the news.
c. Have a board for community helpers. Have children cut out pictures, tell the class about them, and build a bulletin board.
d. Have a weather board, a science board, a word board, a pet board and whatever else you want. Let the children supply the material.
e. Have a bulletin board that is a newspaper. Have large pages clearly marked. Divide class into committees to write the paper.

Grades Four, Five and Six

Passing Out the Paper

1. Staple the pages for easier handling. Set up a committee to do this.

2. Pass out the papers and let your students, on the first day, explore and discuss. Let them talk among themselves but also have some time when they report to the class on what interests them and why.

3. Have them list the many areas that interest them - births, sports, surfing column and so on. Count these.

4. Put an example of each of the above on a bulletin board.

5. Talk about why it is important to have all these items in the paper.

6. Above should lead to a discussion of what we need to know and how we find the information. (Use of index and recognition of fact that same items go in about the same place everyday.)

7. Ask children to bring in an article from their favorite section and tell the class about it. This will depend on ability and whether or not families have newspapers.

8. Use bulletin boards constantly. How they are set up will depend on whether the teacher is teaching about the paper or using it in a particular subject area.

Discussing Different Kinds of Articles

1. Take a different type of article each day. Teacher can read or have the child read a sports, social, or straight news article or an editorial. Class should listen for and then discuss the ways the various articles sound. They should listen for these things:

    a. How words are used, figures of speech, unusual words.
    b. The sound of a sports story so that they can write one. Read their own back and decide if it really sounds like a sports story.
    c. Pyramid writing - the five W's in each news story.
    d. The repetition of information following the lead.

2. Children should pick out the 5 W's as the teacher reads.

3. Have children decide which part of an article can be eliminated without spoiling the sense or the content.

Introducing Vocabulary

1. Start a vocabulary list, word bank, word of the week.

    a. Children put words on the board as they learn them; then look for them in other kinds of writing.
    b. Children make their own vocabulary books or card files. Find other uses of the words they choose. Discuss if a word always means the same thing.
    c. Add bonus words to regular spelling lists. These are all in the daily paper and should be studied in context.

2. Find meanings of words through context.

   a. Look for the same word used in a different way - sports pages as opposed to front page news, for instance.
   b. Play games with teams. Teams can exchange sentences, with the other team telling what the word means from the context.

Becoming Aware of Science, Math and Social Studies Information

1. Science

   a. Heart transplants - an interesting way to begin discussion of the parts of the human body and how to care for one's body. Problems of eating and dieting. Students are interested because it's happening now.
   b. Sea Life Park - discussion of the sea and new discoveries. Build a bulletin board to show the importance to Hawaii of oceanography.
   c. Free selection of material by children as they keep individual note books.
   d. Space exploration with all the attendant knowledge of planets, jet propulsion, the moon and what it looks like, gravity and so on.
   e. Bulletin boards which stress research done by the students. Have children see how many different articles in the paper for a week have to do with scientific research.

2. Health and safety

   a. Start class discussion with article about an automobile accident. Answer these questions: Was the driver speeding? Was he driving safely? What can happen to a person who speeds? What are safety rules for driving? What precautions can others take to avoid this kind of accident? What rules does the local government have to protect motorists?
   b. Keep a health and safety scrapbook for these articles.

c. Health and safety bulletin board. Tie in the results of the actual accidents with the study of prevention. Bring in law enforcement officers or anyone else who will make the subject interesting, and alive.
d. Have students keep a list of accidents, with their causes and their own determination of how they could have been avoided.

3. Social studies

(See the Hawaii Newspaper Agency's booklet on teaching social studies from the ads by Mrs. Lukens.)

a. When class is studying a particular country, collect articles about the country. These would include ads for travel and restaurants serving the food of that country. Also, in some instances, fashion, as with the Nehru jacket.
b. Have a morgue of past articles on many countries. Have children refer to these constantly for up-to-date information.
c. Relate daily happening to the past. Bring in history in comparison with the present. For example, interest in an article on the draft may lead to a discussion and research on other wars and how soldiers served.
d. Have a geographical or historical newspaper. e.g. a newspaper printed in colonial times with the social, advertising, political and sports news of the time. A newspaper of a particular country, with all articles on the custom and conditions in that country. e.g. Australia.
e. Pin articles about trouble-spots on a large world map. Or have places pinpointed by having string from the article to the place where it happened.
f. Ditto for the students blank maps of the country being studied. Have them keep articles about that country and mark the places where the news happened.

g. Use controversial article about local or national happenings to foster class discussions, debates or panel discussions. Be sure to involve all students and stress the need for research to be well-informed.

4. Weather study

a. Use the daily weather report to keep a weather chart.
b. Find out and report on the location of the weather bureau in the city and what the workers there do.
c. Make up graphs on average temperatures in various areas.
d. Make weather vanes, thermometers and wind machines.

5. Language arts

a. Vocabulary

(1) Word of the week. Choose a word in common usage. Have students learn its meaning from context, find examples of it wherever possible, learn to use it in sentences, put it up on the bulletin board.
(2) Make up spelling lists from the newspaper. Words are relevant.
(3) Take a common word, find in how many different ways it is used.
(4) Give a bonus word each week to the good spellers. Keep a word bank of bonus words.

b. Figures of speech

(1) Discuss figures of speech and how they affect the reader.
(2) Look for figures of speech throughout the newspaper. Decide in what sections they are used and why.
(3) Have students write their own articles making use of figures of speech.
(4) Find figures of speech in articles, underline them and post on the bulletin board.

c. Headlines

(1) Discuss the headline as a summary. Write headlines.
(2) Discuss honesty in headlines. Find examples of truthfulness in heads.
(3) Look for unusual usage of words in headlines. Discuss various meanings of such words. Best examples will be on sports pages.
(4) Take the headline off an article and have children write their own. Compare with the "real" headline.
(5) Expand headlines into complete sentences.
(6) Give the students a provocative headline. Have them write news stories, making sure they use the inverted pyramid style.

d. Types of writing

(1) Write editorials, straight news stories, fashion stories, sports articles and so on to demonstrate how to write for a particular audience. Combine this with having students read their stories into a tape recorder, play them back and analyze both for writing and for speaking.
(2) Have discussions everyday on different kinds of writing and give many exercises in this. Can get examples from ads, from all kinds of articles, from the comic strips and editorials.
(3) Design a class newspaper, published three or four times a year, to give students practice in various kinds of writing.

e. Fact and opinion

(1) Discuss the difference between fact and opinion and why opinion has a special place in the paper.
(2) Discuss editorial cartoons as a form of opinion.
(3) Have students write an editorial or a letter to the editor about a school or class problem.

(4) Discuss slanted writing and have students write about an event from various viewpoints but keeping the facts straight.

(See Mrs. Lukens' booklet on vocabulary and writing available from the Hawaii Newspaper Agency.)

f. Pictures

(1) Pass out pictures from which you have removed the captions. Students write their own.
(2) Have students write a news article about what is happening in a picture. Discuss the difference between a caption and a full article.
(3) Use mug shots. Have students write stories about the person whose mug shots they have. Story can be based on expression - student need not know who the person is.

6. Mathematics: Math can come alive for students if you make effective use of the newspaper. It relates math to reality, makes it part of life, not just a subject to get through each day in school.

a. Addition

(1) Total the cost of items in a grocery ad.
(2) Total the cost of items of furniture.
(3) Find out how much it costs to furnish a room or a house.

b. Subtraction

(1) Find the difference in cost of identical items on different pages.

(2) Find out how much the shopper can save by choosing one TV set over another, or one pound of coffee over another.
(3) Take an ad where lots of items are listed at the original price and at the sales price. Find out how much you save buying at the sale.

c. Multiplication

(1) If jello is 9 cents a box, how much will we pay for 6 boxes?
(2) If we pay 4 cents tax on each dollar, how much will we pay on $8.00?

d. Division

(1) If pancake flour costs two for 69 cents, how much will one package cost?
(2) Oranges are three pounds for 99 cents. How much does one pound cost? What happens when you come out with an uneven number?

e. Percentages

(1) Count the car ads in the first column of a classified ad page. Now find out how many there are. How many are Buicks? What percentage of the whole number are Buicks?
(2) Two stores sell lettuce for 30 cents a pound. Four others have it for 37 cents. What percentage of the total stores have it for the higher price? Have students explain to the class how they got the answer.

f. Ratios

(1) What is the ratio of TV ads on a particular page to radio ads?
(2) What is the ratio of births to deaths in this morning's paper?

g. Extra homework -- This is designed to be fun but also to be alive and relevant. Make up assignments ahead of time from the newspaper. These might include:

(1) Assign one, two or three week notebooks, according to the ability of the class. Here is the exercise:

You have $3500 with which to furnish a two-bedroom, one-bath house.
You must furnish each room from ads in the paper.
You must not go over $3500 which will include the state tax.
Your notebook must be complete, neatly done, with no essential item left out.
Itemize purchases, noting tax, on a separate sheet at the beginning of the notebook.
This must be room-by-room.
Check for bargains but items must be permanent. No paper tablecloths, for instance.

This assignment can be modified a good deal for younger children.

(2) You have a take-home pay of $450. (Discuss the difference between net and gross income.)
You have a spouse and two children.
You must find a house to rent close to your work.
Your electric bill is 3.5 per cent of your monthly net salary; your water is 1.5 per cent; your car insurance is 3 per cent.
You spend approximately 4.5 per cent on gasoline for your car.
Figure out a good weekly menu, cutting out ads for food. Multiply this to get a monthly figure for food.

You must replace at least two small items of clothing for your children (shoes, socks, underwear)
You need pocket money for incidentals.
You should save some money for doctor bills and other emergencies.
Itemize your expenses in the front page of your notebook. Cut out the newspaper ads for rent, food, clothing and place in the proper sections of the book.
Don't forget the 4 per cent tax on food as well as on clothing.

(3) You have been given $150 to outfit yourself for college, business school or trade school.
This is a beginning wardrobe and must include all the essentials.
Shop wisely in the advertisements, remembering what kind of clothes you will need for the climate to which you are going.
Paste the ads for the items and add the costs plus 4 per cent tax.
You must not go over $150 but you cannot go very far below that and be properly clothed.

7. Art

a. Study the placement of ads.
Decide which ad draws your attention and why.
Discuss copy as well as layout for various ads. Who decides on placement?

b. Assign students to make up their own ads.

(1) Must be eye-catching.
(2) Can be either for real or imaginary item.
(3) Use color, if needed.
(4) Follow up with class discussion on the effectiveness of the ads.

8. Cartoons and comics

a. Cartoons

(1) Discuss purpose and find examples of cartoons fulfilling several purposes.
(2) Learn about symbols.

(a) List the most common and discuss why they are used.
(b) Keep a bulletin board showing symbolism.
(c) How do various symbols express the opinion of the cartoonist?

(3) How are expressions used in lieu of words? What do they express?
(4) What is satire? How is it used in cartoons?
(5) Discuss the relationship between the editorial cartoon and the news as the introduction to a difficult subject.

b. Comics

(1) Find comics dealing with man's conflicts - man to man, man to self, man to environment, man to other animals, man to diety. Make up bulletin boards to illustrate.
(2) Examine comics to find out what they are telling you, what period they represent, if the clothes represent the correct period.
(3) What trends do we see? Do these mold our thinking? What comic strip predictions are now reality?
(4) Match a comic strip with each of the following themes:
(Have students make notebooks for this project.)
Law, children's ideas, cowboys, medicine, science, military life, space, family life, fashions, life in a foreign country.

Following is a week's schedule of assignments to be used with a sixth-grade class after they have done some introductory work with the newspaper.

(All assignments must be kept in a notebook.)

MONDAY Choose a news story. Have the students underline the answers to the six basic questions of newswriting - who, what, when, where, why and how.

Homework: Each student must write a news story about something that happened at home or at school. He must write it in inverted pyramid style and be prepared to discuss it the next day in class.

TUESDAY Have some of the homework articles read and discussed. From that day's papers, have the students find an article giving science information. Also have students find an article about a subject they feel will be in the news again within the next two or three weeks. Put both in the notebooks. At the end of the period, have several students discuss their science articles. Prepare the students to write an editorial on the other article on Thursday of the following week.

WEDNESDAY Find an article which deals with a topic of direct concern to the people of Hawaii. Have the students read their choices carefully and write their thoughts about it. They will, in effect, be writing an editorial.

THURSDAY Examine and discuss the editorial cartoon of the day. Find out what symbols are included and why. Pass out dittoed cartoons without any writing on them and have the students add appropriate wording. Talk about satire and whether there is satire in this particular cartoon.

Homework: Have them collect political cartoons from other papers and from magazines and bring them in for the bulletin board.

FRIDAY Have a thorough discussion of comics - where they are found in the paper, what this indicates about their importance, what social conflicts or periods of time they deal in, how one reads the comics in relation to the news or the editorials. Pass out comic strips with the dialogue taken out. Have students write their own dialogue. Put two of these in their notebooks; have other for bulletin board display.

The First Few Days - In Any Subject Area

1. Let the students explore the papers for about 15 minutes.

2. Discuss the sections and what is found in each.

3. Discuss the role of advertising.

4. Discuss how news is gathered locally and throughout the world. Find out how reporters work.

5. Read and discuss straight news stories.

   a. Pick out a story which will have immediate interest for the students.
   b. Have students read or, if children have reading problems, read aloud, and discuss pyramid writing and why it is important.
   c. Have students write their own news story - a report of something that happened at school, at home or in the community.
   d. Discuss the need for reporting only the facts as clearly as possible.

      (1) Create a situation and have them report on it.
      (2) Show how each person sees the same thing differently.
      (3) Study the differences in their reports.

6. Pick out interesting words they need for understanding what they read.

   a. Discuss need for varied and up-to-date vocabulary.
   b. Keep vocabulary books or cards or make a bulletin board of important words in daily living.

7. Have students read other kinds of writing such as Ann Landers, a teen column, fashion writing.

   a. Discuss the different kinds of writing and why they differ.
   b. Discuss why the newspaper includes so many different kinds of writing.

8. Take plenty of time to cover the whole newspaper, regardless of whether you will use it for social studies, for language arts, for math or for any other field. It must be kept in mind that unless students know what the paper as a whole is all about, they will not get a complete picture of the importance of the newspaper in everyone's life. It is important that they appreciate the wealth of information they are being given in each edition.

Language Arts - English, Spelling, Composition, Literature

1. Writing for a purpose: The language arts teacher should stress that the audience determines the kind of writing, all through life. She can use the newspaper as the ideal text for showing how writing varies according to the interests of the readers.

   a. News Stories

      (1) Importance of the 5 W's and the H in the first paragraph.
      (2) Importance of clarity along with detail.

   b. Sports stories

      (1) Idiom and figures of speech.
      (2) Short-cut sentences.
      (3) Headlines to teach semantics.

   c. Society news

      (1) Type of audience reading society news.
      (2) Difference in kind of writing - e.g. detail, adjectives.

d. Human interest stories

(1) Type of audience.
(2) General features.

e. Teen column

(1) Peer audience - why different?
(2) Have them write their own teen column in appropriate language.

f. Theatre guide and reviews

(1) Examine and determine how to write critically.
(2) Have students pick out both positive and negative comments.
(3) Have them watch a TV show and write a critical analysis of it.

g. The editorial

(1) Decide how words are used to influence the reader.
(2) Relate editorials to news articles and discuss the differences.
(3) Examine the editorial as an essay and discuss the similarity of structure.
(4) Have students write an editorial on a school or community problem.
(5) Examine editorial cartoons and the opinions they portray.

2. Spelling and Vocabulary

Use the newspaper extensively for both spelling and vocabulary usage. Make up games. Keep word banks of new and unusual words. Pick a word of the week and make sure the word becomes part of the student's vocabulary before going on to the next one.

3. Composition

   a. Pass out pictures cut out from the paper without captions. Have students write stories about the pictures, writing for the kind of audience to which the picture will appeal. For example, a story about a sports picture must be written in sports-type writing.
   b. Have a class newspaper with sports writers, fashion writers, editorial writers and so on. Have one day a week when each child writes a story for his particular section of the paper.

4. Literature

   a. Talk about how an editorial is written and show how it relates to other literary styles.
   b. Compare editorials: with news stories
      with other editorials -
      see how many different
      kinds can be found.
   c. Have students discuss the main point in the editorial and whether or not the author got it across to his readers.
   d. Write an editorial based on a news story.

5. Creative writing

   a. Pass out news pictures without the captions.
   b. Have students study the action depicted and then use their imaginations to tell why the action happened and what is happening.
   c. Have them write a story from the view point of one of the people in the picture.
   d. Have them write a story starting with the picture and continuing the action.

6. Other skills

a. Expanding sentences

(1) Expand a headline into a complex sentence.
(2) Take a paragraph and make into a headline.

b. Figures of speech

(1) Take simple sentences and add figures of speech.
(2) Take a sentence with a figure of speech and write it without.
(3) Write a fashion or a sports article using one or more figures of speech.
(4) Take one page of the paper and underline all the figures of speech.

c. Writing dialogue

(1) Write dialogue for comic strips or cartoons.
(2) Have students draw their own comic strips and put in the dialogue.

d. Speaking

(1) Debating - from editorial cartoons, from editorials, from letters to the editor.
(2) Panel discussions - on any controversial subject.
(3) Working with microphone and tape - be a newscaster or tape panel discussion. Play back so students can improve their diction.

e. Listening

(1) Read an article to the class; discuss what it is about.
(2) Give quiz on article read to test listening and comprehension.
(3) Have students evaluate each other as they listen to broadcasts on tape.

f. Outlining

(1) Have students take a news story and make an outline.
(2) Have students make an outline and then write the news story.
(3) Have students pick out the events in a news story and put them in sequence.
(4) Outline a news story; then write an editorial on the topic.

Social Studies - Civics, economics, history, geography

1. Interesting bulletin boards - large boards with maps or topic boards. Put articles on map according to news stories; put articles on board according to topics; have committees handle several topic boards.

2. Notebooks - about countries. Have students collect articles on political and economic problems; write their own news stories.

3. Class newspapers for different countries as well as for different eras. Have a newspaper written from a different country. Students must find out all about the sports, weather, fashions, current events of that country to be able to write the newspaper. Each child can do his own or one can be done for the whole class.

   Also have newspapers written for different eras. For example, a newspaper written in the time of Benjamin Franklin must contain authentic news and advertisements of that time.

4. Debates and panel discussions - children get current information from the newspapers but background information from other sources. Whole class should be involved in discussions.

5. Political cartoons

   a. Discuss their impact on politics here and abroad.
   b. Have students interpret a cartoon from which any writing has been removed.
   c. Discuss symbolism - the hula girl, the dove, the donkey and so on.
   d. Discuss caricatures - Nixon's nose, the typical Hawaiian.

6. Hawaiiana history book

   a. Clip from the paper all information about Hawaii.
   b. Relate present day happenings such as the dedication of the new capitol to the past.
   c. Keep notebooks with material on political issues.
   d. Give each committee a part of the world; have it keep a diary of events there and report periodically to the class.

Mathematics - From the news stories as well as the ads

1. Percentages - what portion of the paper is ads; what percentage of taxes is spent on city planning; what percentage of days in the year have been sunny?

2. Averages - keep stock averages; work with baseball scores; find out the average amount of money spent by a company on its new buildings.

3. Stock market - learn what the different stocks mean; take one stock and graph its ups and downs; keep marketing averages.

4. Use articles on the cost of operating the government to study accounting, general math and business math.

5. Use the recipe pages to work out fractions and percentages.

6. House plans - for measuring in advanced mechanical drawing; to figure space measurements; making conversions from feet and yards to cubic feet and cubic yards.

7. Budgets - plan how to budget a salary; furnish a house; budget for a trip over a period of time. All these can be done using the advertisements.

Art

1. Study news photos for composition.

2. Study advertisements - what makes an ad attractive? What is eye appeal? Which ad might sell the product best?

3. Design ads following rules class has determined.

The above are simply ideas for introduction of the paper to the class. Many are adaptable from one grade level to another and from one class situation to another.